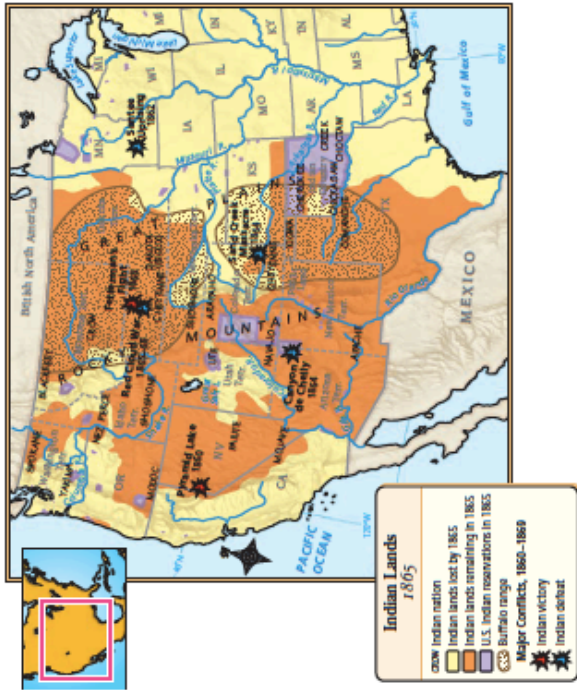
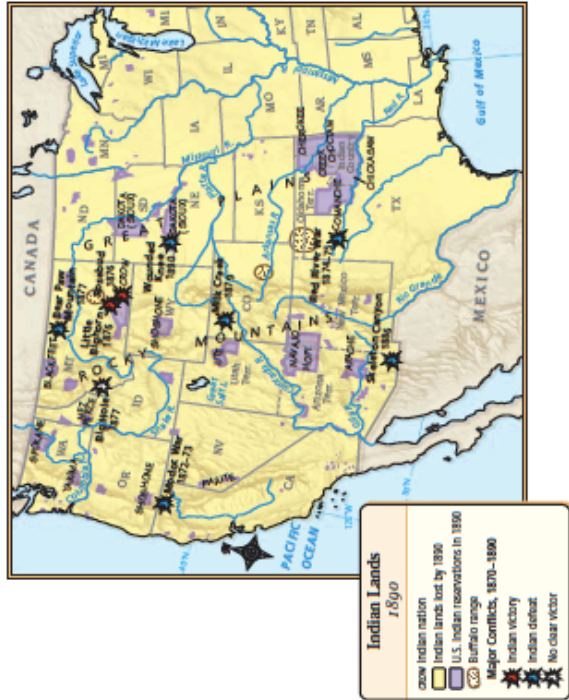


Document Set: Indian Lands



How have the boundaries of the Indian nations changed over time?

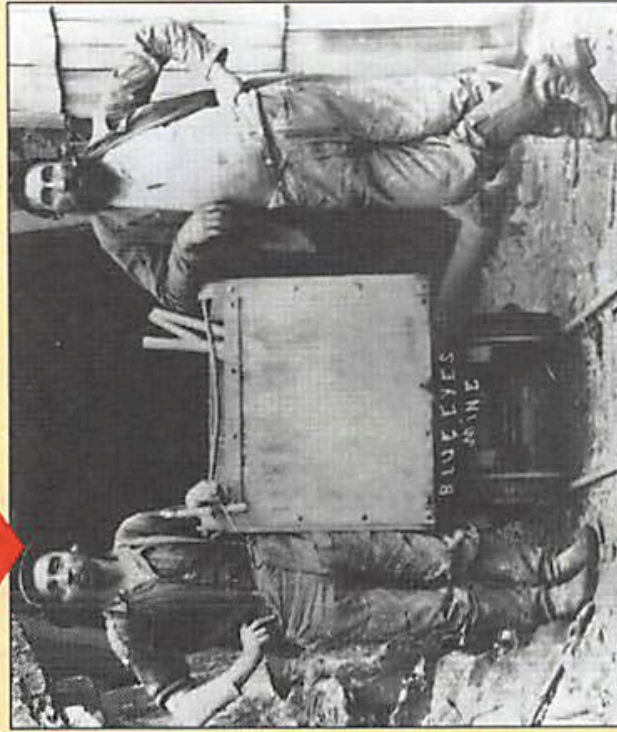
What impact did the conflict between the Native Americans and U.S. military have on the Indian nations?



What conclusions can be drawn?

LINKING PAST AND PRESENT

PAST



PRESENT



Blue Jeans In 1873, Levi Strauss and Jacob Davis received a patent for blue denim pants with copper rivets. Within two years, workers throughout the West, such as the miners at left, were wearing these sturdy "blue jeans." Today, men, women, and children all over the world wear blue jeans—for work and for play. At right, American teenagers wear jeans while they wash a car.

- Why do you think jeans have remained popular for more than a century?

Gallery Pass--2



Working on the Railroad Chinese and European immigrants worked side by side to complete the transcontinental railroad. These workers are posing in front of a locomotive stopped on a trestle they have built. **Daily Life** What dangers and hardships did railroad workers face?

2)

The people on the mining frontier needed food and clothing as well as other items. Stagecoaches and mule teams could not carry enough supplies to fill the need.

THE RACE. In 1863, two companies began to race to build the first transcontinental railroad. A **transcontinental railroad** is one that stretches across the continent from coast to coast. The **Union Pacific** railroad company started building a rail line from Omaha, Nebraska, westward. The **Central Pacific** railroad company began in Sacramento, California, and built eastward. It's no wonder why Andrew Carnegie, in the East was making money hand over fist with his steel monopoly!

Gallery Pass 3)

RAILROADS BRING RAPID GROWTH

Before long, other major rail lines linked the West and East. The railroads brought growth and new settlement all across the West. The rapid growth of western territories caused them to apply for statehood. Nevada became a state in 1864, Colorado in 1876, North Dakota, south Dakota, Montana and Washington in 1889. Idaho and Wyoming entered the Union in 1890. Railroad lines, like veins in a body, helped to satisfied the needs between East and West.

The Railroad Industry Ri



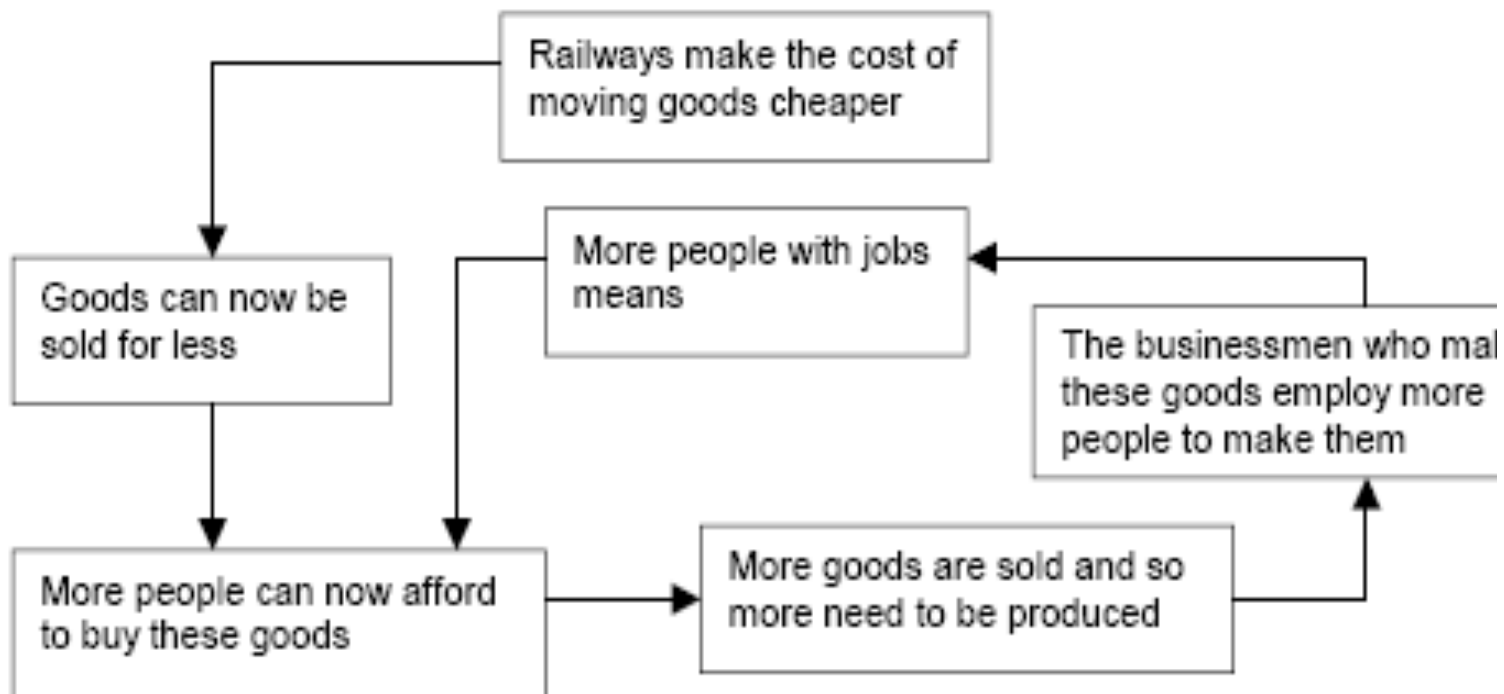
Race to build
begins 1863

Union Pacific
RR begins in
Omaha

Central Pacific
RR begins in
Sacramento

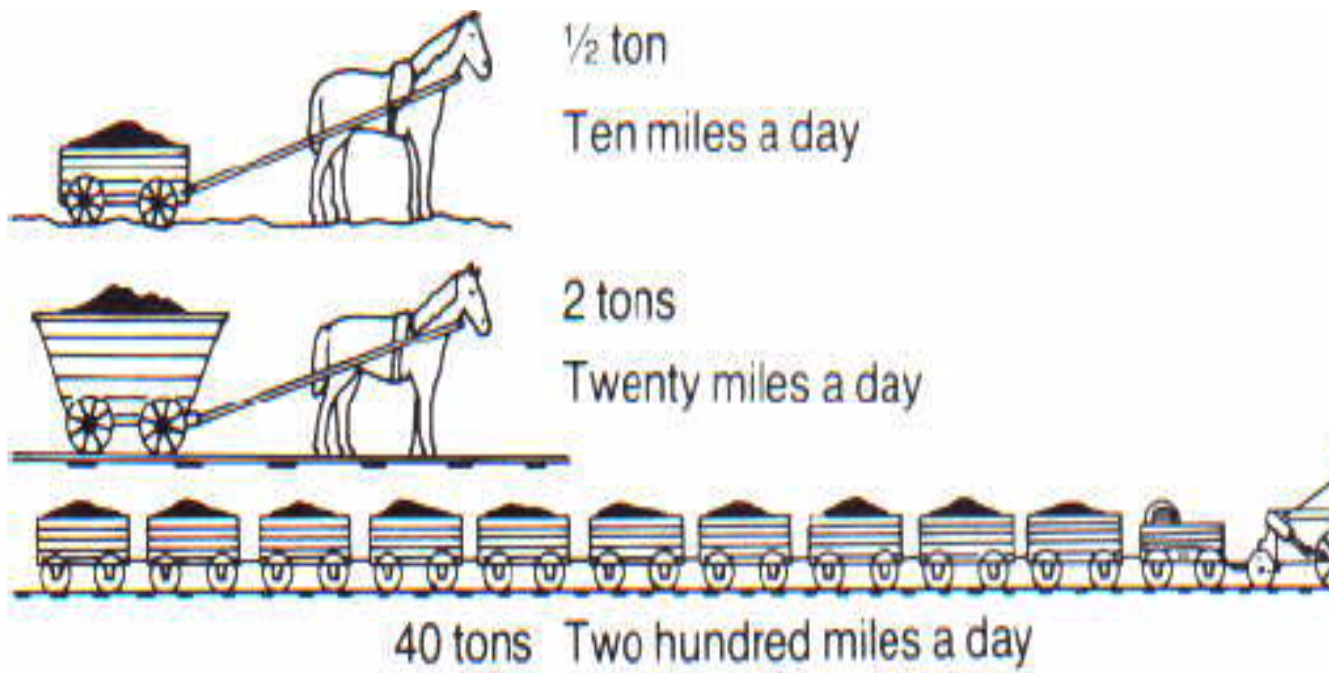
The competitors
meet in
Promontory,
Utah May 10,
1869





L1 Rubino

Gallery Pass 5



L1 Rubino

Gallery Pass 6

THE CALIFORNIA LIMITED

Santa Fe Route

The advertisement features a central circular illustration of a man in a long coat standing in a courtyard with arches. The entire ad is framed by ornate scrollwork and floral patterns.

The Perfect Train NEWEST PULLMANS, BUFFET SMOKING CAR, THROUGH DINING CAR, PINTSCH GAS.

The Direct Route

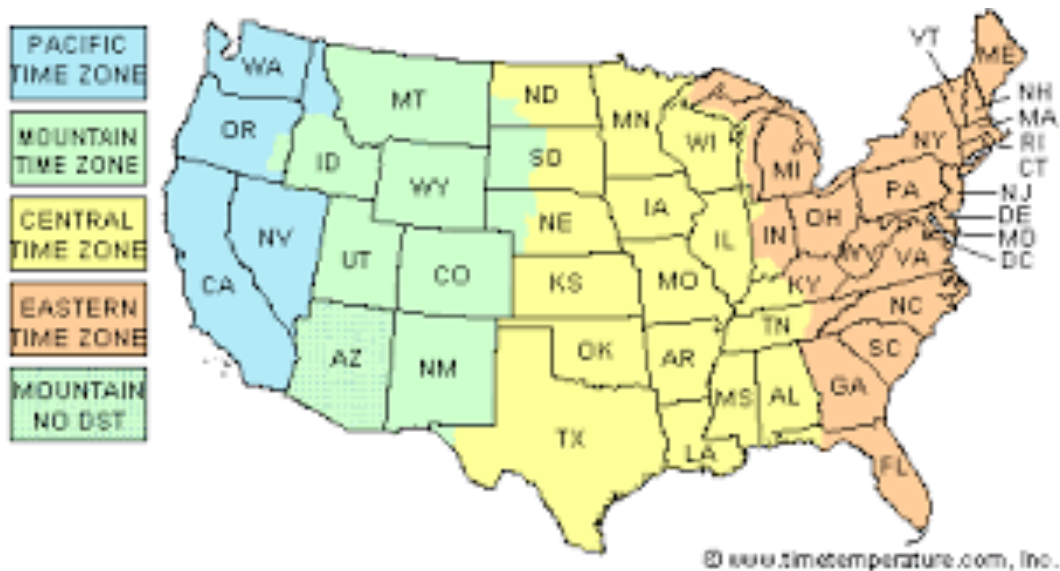
2265 MILES CHICAGO TO LOS ANGELES.

The Shortest Time 72 HOURS FROM CHICAGO.
4 DAYS FROM ATLANTIC COAST CITIES.

The Atchison, Topeka & Santa Fe Railway

APPLY TO ANY AGENT FOR DETAILED INFORMATION, C. A. HIGGINS, ASST. GENL. PASS. AGENT, CHICAGO.

Gallery Pass 7



November 18, 1883

At exactly noon on this day, American and Canadian railroads begin using four continental time zones to end the confusion of dealing with thousands of local times. The bold move was a symbol of the power shared by the railroad companies.

The need for time zones stemmed directly from the problems of moving passengers and freight over the thousands of miles of rail line that covered North America by the 1880s. Since human beings had first begun keeping track of time, they set their clocks to the local movement of the sun. Even as late as the 1880s, most towns in the U.S. had their own local time, generally based on "high noon," or when the sun was at its highest point in the sky.

Efficient rail transportation demanded a more uniform time-keeping system. Rather than turning to the federal governments of the U.S. and Canada to create a North American system of time zones, the powerful railroad companies took it upon themselves to create a new time code system. The companies agreed to divide the continent into four time zones; the dividing lines adopted were very close to the ones we still use today!

Gallery Pass 8

The speed at which trains could travel also changed the food that people could eat! Fresh eggs, milk, meat and fish could be carried into the new industrial towns in a quarter of the time! Fish and chips began to replace pigs' trotters as a cheap working class supper!

The differences between different areas started to break down as people from various areas came into contact with each other. For example, local accents and dialects became less noticeable as people began to mix and talk to each other.

Ranking the Railroad

Some historians argue that the railroad was the greatest technological development in the United States in the 19th century.



PASS #	Question	Answers
1	1) What did you learn about Levi Strauss? 2) Why do you think jeans have remained popular for more than a century?	
2	1) Write bolded words and their definitions in your notebook. 2) Who built the first cross-country railroad? 2) How did miners open up the West?	
3	1) How did the transcontinental railroad help bring more states into the Union? 2) How do you think the railroads opened the West?	
4	1) What effect did railroads have on the transportation of goods? 2) How did it help to create more jobs?	
5	1) Why is it cheaper to transport goods by rail rather than roads? 2) Can you think of another reason why it's better to transport goods by rail rather than roads?	
6	1) Stop. Think for a moment, when people traveled across country, how did they do it? What was the mode of transportation? 2) How did the Railways effect the way ordinary working people traveled?	
7	1) Why do you think it was important for train stations to have the same time? 2) What changes did the Railways bring to 'time' across the nation that people set their clocks and watches?	
8	1) How did the railroad change the way people ate?	

CHOICES: Write your answers under your learning target IN your notebook, or the graphic organizer. If completing in your notebook, restate the question in your answer. The first question is partially restated for you.

Gallery Pass1- Sentence starters to get your sentences going!

1) What did you learn about Levi Strauss?

-----I learned that Levi Strauss

2) Why do you think jeans have remained popular for more than a century?

-----I think jeans have remained popular over the century because

Gallery Pass 2

1) Write bolded words and their definitions in your notebook.

2) Who built the first cross-country railroad?

2) How did miners open up the West?

Gallery Pass 3

1) How did the transcontinental railroad help bring more states into the Union?

2) How do you think the railroads opened the West?

Gallery Pass 4

1) What effect did railways have on the transportation of goods?

2) How did it help to create more jobs?

Gallery Pass 5

1) Why is it cheaper to transport goods by rail rather than roads?

2) Can you think of another reason why it's better to transport goods by rail rather than roads?

Gallery Pass 6

1) Stop. Think for a moment, when people traveled across country, how did they do it? What was the mode of transportation?

2) How did the Railways affect the way ordinary working people traveled?

Gallery Pass 7

1) Why do you think it was important for all train stations to have the same time?

2) What changes did the Railways bring to 'time' across the nation that people set their clocks and watches?

Gallery Pass 8

1) How did the railroad change the way people ate?

Review-Exit

Directions:

Complete the given sentence using **because**, **but**, and **so**.

- The Sioux/Lakota and Cheyenne were forced onto reservations because _____
_____.
- The Sioux/Lakota and Cheyenne were forced onto reservations but _____
_____.
- The Sioux/Lakota and Cheyenne were forced onto reservations so _____
_____.

Review-Exit

Directions:

Complete the given sentence using **because**, **but**, and **so**.

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_____.

L2 Unit 3 Packet (Modifications)

Page 5&6 note-taking

Sioux War of 1876

Indians land = mineral (gold) rich soil

1874 gold found in Black Hills/Dakota/Sioux/Lakota reserve.

Pp rushed to land but it was given to NA in treaty -> Sioux War

June 1876/C. Custer -> Little Bighorn Valley/Montana Territory

Battle Little Bighorn-Indians won/225 Am. soldiers died

US forced Sioux/Lakota/Cheyenne to reservations

US eventually forced Sioux/Lakota/Cheyenne to other *smaller* reservations.

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US eventually forced Sioux/Lakota/Cheyenne to other *smaller* reservations.

L4 Resistance:

Resistance, using the laws of the United States instead of war:

1830s:

In the court case *Worcester v. the state of Georgia*, the Supreme Court of the United States ruled that individual states, like Georgia, did not have the authority to create and enforce laws on Native Indian tribal lands. These tribes and their lands were considered individual nations, like foreign nations, not part of the United States. Only the Federal Government could negotiate, treatise, and create laws affecting Native American Indians and the lands upon which they lived.

The Cherokee Nation resisted further when the Indian Removal Act was signed into law in 1831. The Act allowed the Federal Government of the U.S. to relocate Native American tribes, in this case the tribes were east of the Mississippi. President Jackson had negotiated relocation with the leaders of a few tribes and received signed treaties. Appealing to the Supreme Court of the U.S., the Cherokee Nation sued the State of Georgia and the Federal Government for trying to remove them. However, being that the Native American Indian Tribes were considered their own nations, the Supreme Court had little jurisdiction. The Supreme Court did decide the Indian Removal Act to be unconstitutional as the Federal Government only negotiated with and received signed treaties with a few tribes. Unfortunately, the branch of Federal Government charged with enforcing the decisions of the Supreme Court- the Executive branch run by the president of the United States wanted the Indians removed.

Quick simple 2 minute audio summary of *Worcester v Georgia*:

<https://www.youtube.com/watch?v=xd5qVE9LRFc>

8min story cartoon & primary source picture version of Trail of Tears & *Worcester v Georgia*.

<https://www.youtube.com/watch?v=1j9GqySlcaU>

History.com version of *Worcester v Georgia* and the Trail of Tears.

<https://www.history.com/topics/native-american-history/trail-of-tears>

L5- examples

Ethnocentrism-

Children should always have 3 square meals and two snacks every day. This is a standard in our culture.

racism

We, Chinese people, are very smart in mathematics. Superior attitude

We, Black people, are better athletes than any other race. Superior attitude

All brown people are lazy. They, brown people, are inferior.

missionary

Jehovah witnesses who knock on doors to discuss religious practices are missionaries.

Religious leaders/members who travel to 3rd world countries to promote their religion are missionaries.

charity

the red cross is a charity; they obtain donations to help the less fortunate

L5

??What do you think the title of this Political Cartoon is??



1) According to this cartoon, what was the United States' motivation for intervening, *becoming involved*, in foreign nations?

(Hint: Compare the bottom pictures to the top, what is the artist trying to say?)

White Man's Burden

Historical Context -gives you an idea of what was going on at the time this was made.
 Historical Context:

A popular concept since the U.S.-Mexican War in the mid-1840's is "Manifest Destiny." Manifest Destiny was the belief that the white race was divinely ordained with the burden to spread westward to the Pacific shores, bringing government, economic prosperity, and Christianity to the continent. Fueled by the successes of industrialization, the United States pursued an aggressive policy of expansion through territorial purchase, land grants, homesteads, and military campaigns.

Directions: You must follow in order to answer the questions!

- Think about the historical context written above.
- Link images and symbols to the label at the bottom of the cartoon.
- Recall that missionaries went to Hawaii to convert native Hawaiians to Christianity.



- 1) What do you think the “White Man’s Burden” is?
- 2) The symbolism of the country on the right of the cartoon should be obvious, but which country do you think is on the left?

L6- 2017-18 packet Hawaii- part of activity for page 11

All of the information about Hawaii has been properly constructed into four proper paragraphs below.

Compare what you wrote to the structured paragraphs below. Where were you correct in your writing? What mistakes did you make? How will you change your writing in the future?

Hawaii

The Hawaiian Islands lay between the United States and Japan. Controlling Hawaii would give the United States a commercial, *or merchant*, and military outpost in the Pacific Ocean. Europeans and Americans first learned about Hawaii in 1778, it was a tropical paradise.

Hawaii is a chain of eight large islands and more than 100 smaller islands. They are located in the Pacific Ocean, southwest of California. The islands have rich soil, a warm climate, and plenty of rain. These conditions make it possible to grow crops all year long. However, Hawaii belonged to a people called the Polynesians, they came from the Central and South Pacific. In 1820 American missionaries arrived there to convert the Hawaiians to Christianity.

Missionaries and other Americans advised the rulers of Hawaii and helped write Hawaii's first constitution in 1839. By the mid-1800s, Americans had set up many large sugar plantations in Hawaii. The planters wanted cheap labor, so they brought over thousands of workers from China, Korea, the Philippines and Japan. As the sugar industry in Hawaii grew, so did the power of American sugar planters. In 1887, they forced the Hawaiian king, Kalakaua, to accept a new constitution. It reduced the king's power while increasing the planters' influence.

In 1891, Kalakaua died. His sister Liliuokalani (lih lee oo oh kah lah nee), heir to the throne, came to power. As queen, she rejected the new constitution and tried to restore the kingdoms' independence. Faced with American guns, the queen gave up her throne. ***She wrote, "I, Liliuokalani, do hereby solemnly protest against any and all acts done against myself and the constitutional Government of the Hawaiian Kingdom... I yield, or give in, to the superior force of the United States of America, whose ambassador... has caused United States troops to be landed on Hawaii ... Now, to avoid any collision of armed forces and perhaps the loss of life, I do this under protest, and impelled by said force, yield my authority."***

NOTHING FOR 7

L8 OPEN DOOR POLICY-fold into 4 parts to help you break it down.



EN DOOR POLICY-fold into four part to help break it down.



Names: _____

ANTICIPATION STATEMENT

Beginning of Class: After Video

☐ Yes, we think that Spain sabotaged the U.S.S. Maine, a U.S. War Ship.

☐ No, we think that there was something wrong with U.S.S. Maine, it wasn't Spain.

Reasoning behind your answer if any? _____

END OF CLASS-day2, After completion of article, organizer, discussion/debate

☐ Yes, we think that Spain sabotaged the U.S.S. Maine.

☐ No, we think that there was something wrong with U.S.S. Maine, it wasn't Spain.

Reasoning behind your answer:

Names: _____

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☐ Yes, we think that Spain sabotaged the U.S.S. Maine.

☐ No, we think that there was something wrong with U.S.S. Maine, it wasn't Spain.

Reasoning behind your answer:

Source 1a Modified/amended: HEADLINES -New York Journal- We do together with the Smart board.

Head Note: Purchased by William Randolph Hearst in 1895, the Journal published investigative and human interest stories that used a highly emotional writing style and included banner headlines and graphic images.



(headline)

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

Assistant Secretary Roosevelt Convinced the
Explosion of the War Ship Was Not an Accident.

The Journal Offers \$50,000 Reward for the
Conviction of the Criminals Who Sent 258
American Sailors to Their Death.
Naval Officers Unanimous That the Ship Was
Destroyed on Purpose.

NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY SPANISH MINE.

New York Journal's special **correspondent** at Havana, cables [sends information] that it is the secret opinion of many Spaniards in the Cuban capital, that the Maine was destroyed on February 15, 1898 and 258 men killed by means of a marine **mine** [explosive device]. This is also the opinion of several American naval authorities. The **Spaniards**, it is believed, arranged to have the Maine anchored over one of the harbor mines. Wires connected the mines with a... **magazine** [ammunition], and it is thought that the explosion was caused by an electric current sent through the wire. If this can be proven, the brutal nature of the Spaniards will be shown by the fact that they waited to blow up the mine after all the men had retired for the night.

Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-Of-War---Officers and Men tell Thrilling Stories of Being Blown into the Air Amid a Mass of Shattered Steel and Exploding Shells---Survivors Brought to Key West Scout the Idea of Accident---Spanish Officials Protest Too Much---Our Cabinet orders a Searching Inquiry [investigation] ---Journal Sends Divers to Havana to Report Upon the Condition of the Wreck. Was the Vessel Anchored Over a Mine?

Assistant Secretary of the Navy Theodore Roosevelt says he is convinced that the destruction of the Maine in Havana Harbor was not an accident. The Journal offers a reward of \$50,000 for exclusive evidence that will convict the person, persons or government criminally responsible for the [destruction] of the American battleship and the death of 258 of its crew.

The suspicion that the Maine was deliberately blown up grows stronger every hour. Not a single fact to the contrary has been produced....

Source: Excerpt from New York Journal and Advertiser, February 17, 1898

Vocabulary:

Maine= U.S. battleship ported in Havana, Cuba.

Correspondent= News reporter in an other area or location.

Mine= an explosive device usually used in war.

Magazine=ammunition for war technology

Spaniards= persons of Spanish descent or culture.

American Man of War= a U.S. battleship or war ship.

Havana Harbor= a port in the city of Havana in Cuba

L9- Rubino

SOURCE 2a: THE NY TIMES, modified/amended

Head Note: Established in 1851, the New York Times provided investigative coverage of local New York issues and events, as well as national and international news. This article took up a 2in wide column on the front page.

HEADLINES FOR THE NY TIMES READ:

MAINE'S HULL WILL DECIDE.

Divers to Find Whether the Force of the Explosion Was from the Exterior or Interior.

SHE WAS AFLOAT FOR AN HOUR

Spontaneous Combustion in Coal Bunkers a Frequent Peril to the Magazines of Warships – Hard to Blow Up the Magazine.

WASHINGTON, Feb. 16 – After a day of intense excitement at the Navy Department and elsewhere, growing out of the destruction of the battleship **Maine** in Havana Harbor *last night*, the situation at sundown, after the exchange of a number of cablegrams [letters sent through cable] between Washington and Havana, can be summed up in the words of Secretary Long, who when asked whether he had reason to suspect that the disaster was the work of the enemy (the Spanish), he replied:

“I do not [think that the Spanish blew up the Maine]. I am influenced by the fact that Capt. Sigsbee has not yet reported to the Navy Department on the cause. He is waiting [for all of the evidence] to write a full report. So long as he does not express himself, I certainly cannot [make a decision]. I should think from the indications, however, that there was an accident – that the **magazine** exploded. How that came about I do not know. For the present, at least, no other warship will be sent to Havana.”

Capt. Schuley, who has had experience with such large and complicated machines of war, as the *New York* [another Naval ship], did not entertain the idea that the ship had been destroyed by **sabotage**. He had found that with ...very careful inspection, fire would sometimes [happen] in the **coal bunkers**. There was such a fire on board of the *New York* close to the **magazine**, and it was so hot in the coal bunker that the heat had blistered the steel partition between the fire and the ammunition room almost causing an explosion before the bunkers and magazine were flooded with cool waters. He was not prepared to believe that the Spanish or Cubans in Havana were supplied with either the information or the technology to be able to make so complete a work of demolition, while the Maine was under guard. More investigation was needed.

Source: Excerpt from New York Times, February 17, 1898.

Vocabulary:

Maine= U.S. battleship ported in Havana, Cuba.

Magazine=ammunition for war technology.

New York= another U. S. Naval ship.

Sabotage= deliberately destroy or damage.

Havana Harbor= a port in the city of Havana in Cuba.

Coal Bunkers= area where coal is burned to steam the ship.

NY Journal & Advertiser 1a		NY Times 2b
	<p align="center">← Enter Publication Date-→ & Headline</p>	
<p>-----</p>	<p align="center"><-Explain in a few words what happened to the Maine, when and how it happened?-> ←-----→</p> <hr/> <p align="center">What information from the article that supports your version of the story? Insert specific words or phrases from the article that convince you of what happened. THEN SHARE W/ TABLE! DEBATE. ←-(Supportive Evidence)-→</p>	<p>-----</p>
<p>After your share and debate @ your table:</p>	<p align="center">Write a quotation that contrasts with something from the opposing article. ←- -></p>	<p>After you share and debate at your Table:</p>
	<p align="center">Write the ‘tell tale’ words that indicate the article to be good journalism or <u>YELLOW</u> journalism ← →</p>	

Spanish American War

Why did Americans become angry with Spain?

In 1896, Spain sent an army to Cuba to restore order. The army was led by General **Valeriano Weyler**. Weyler rounded up the entire rural population of central and western Cuba. He kept 300,000 people as prisoners in concentration camps. That way they could not help the rebels. Many of them died of hunger and disease.



How do you think this newspaper's political cartoon influenced the way Americans felt about what was happening in Cuba?

Just interesting information:

On April 20, 1898, the United States went to war with Spain. The first battle took place in the Philippines. The Philippines had been a Spanish colony for 300 years. They had rebelled many times. In 1896, they began another rebellion.

On May 1, 1898, the American naval commander **George Dewey** sailed into Manila Bay in the Philippines. His ships destroyed the Spanish fleet there. In the next two months, U.S. soldiers fought on the side of the *Filipino* rebels. The Spanish surrendered to the United States in August.



This cartoonist makes many points with his symbols. Can you determine what the cartoonist is trying to say?

I Observe...	I Infer...	Questions I Still Have...



In Cuba, the American navy blocked off the harbor of Santiago de Cuba. Spanish ships could not leave. Then American troops landed on the island in June 1898.

One unit of volunteer soldiers was called the **Rough Riders**. Theodore Roosevelt was one of their leaders. They helped win the important battle of **San Juan Hill**. American newspapers made Roosevelt a hero.



When the Spanish ships tried to leave the harbor, their fleet was destroyed. This led the Spanish to surrender on July 25.

Spain quickly agreed to a peace treaty. The **Treaty of Paris** granted Cuba its independence. Spain gave Puerto Rico and the Pacific island of Guam to the United States. The United States paid Spain \$20 million for the annexation of the Philippine Islands. The Treaty of Paris touched off



Hurrah for the fourth of July! We're coming in on independence day celebrations, too.

— *Minneapolis Journal.*

After the war was over.....

When the Spanish-American War began, the United States had adopted the Teller Amendment. This stated that after the war was over, control of Cuba would be given to Cubans without any interference from the United States. However, by the end of the war the U.S. government changed its policy. Cuba would be a U.S. **protectorate** *an independent nation which would be protected and partially controlled by the U.S.* In 1901, the U.S. forced Cuba to adopt the Platt Amendment, which gave the U.S. the right to interfere in Cuban affairs.

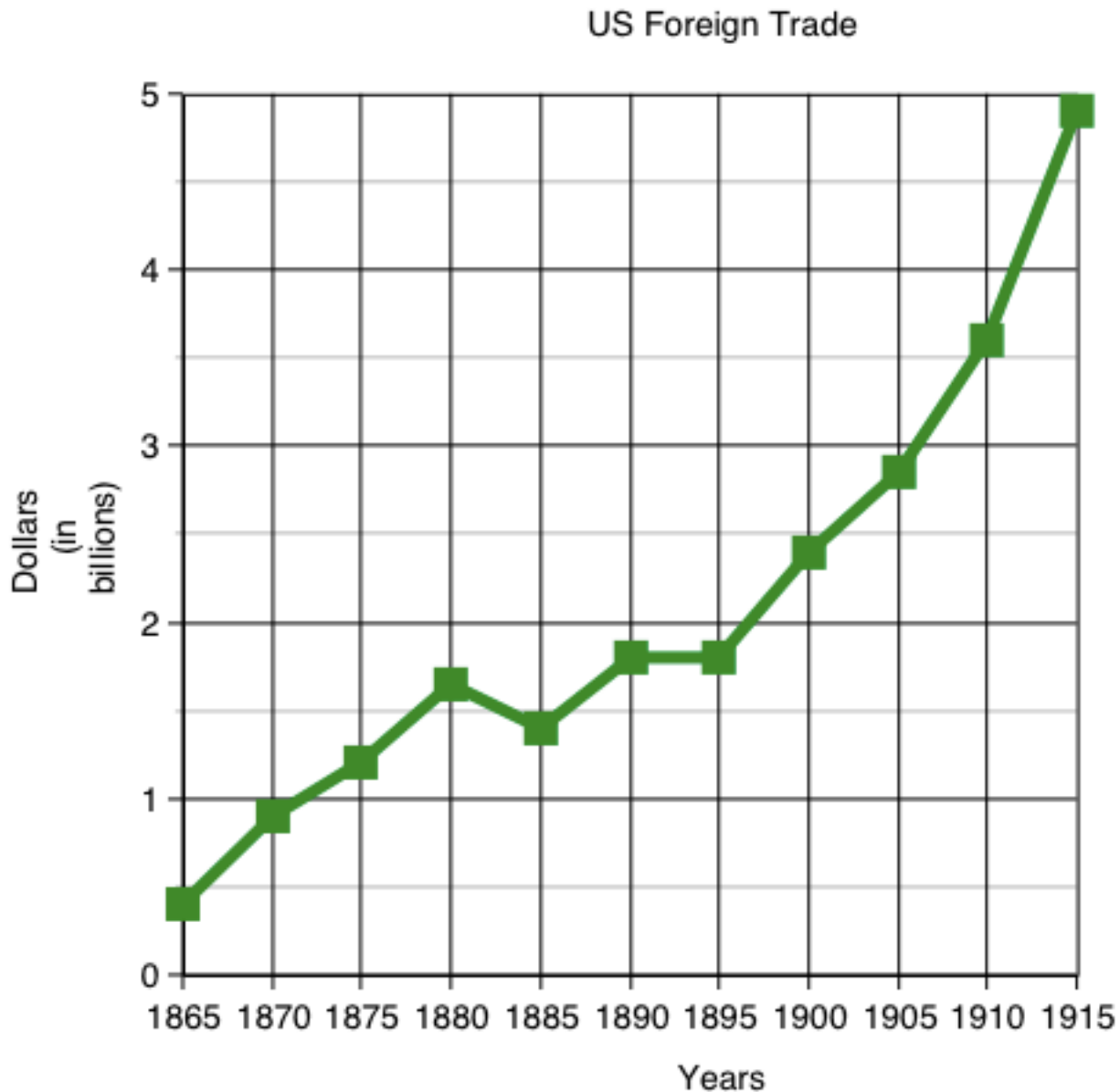
Puerto-Rico was set up as a U.S. territory, *controlled by the U.S. without rights* and the Philippines was given limited self-government under American Supervision.

How did the U.S. handle Cuba, Puerto Rico, and the Philippines after the Spanish American War?

Imperialism in the Caribbean and South America, 1898–1917



A- U.S. Foreign Trade



Foreign Trade= Commerce between different countries.

Directions: You must follow in order to answer the questions!

A. Go to page 10 in your packet, review American Expansion and Imperialism.

B. Study the graph above. What is the title? What is does the heading @ left tell you? What does the bottom tell you? What does the line flow in the grid tell you about U.S. Foreign Trade?

1) How much did the value of foreign trade, *business with foreign countries*, go up between 1870 and 1905?

2) Why did foreign trade change? You need to use prior knowledge (info learned from p10) to explain why.

B- McKinley on the Philippines



When next I realized that the Philippines had dropped into our laps I confess I did not know what to do with them....I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance....And

one night late it came to me this way....:

- That we could not leave them to themselves--they were unfit for self-government--and they would soon have anarchy and misrule worse than Spain's war;

-That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them as our fellow men for whom Christ also died.

— U.S. President William McKinley on the Philippines, 1899

- 1) According to President McKinley, why should the U.S. not let the Filipinos govern themselves?
- 2) What does he say the U.S. should do instead?
- 3) Do you think the U.S. should take on such a burden? Why or why not?

C-

??What do you think the title of this Political Cartoon is??



1) According to this cartoon, what was the United States' motivation for intervening, *becoming involved*, in foreign nations?

(Hint: Compare the bottom pictures to the top, what is the artist trying to say?)

D-

White Man's Burden

Historical Context -gives you an idea of what was going on at the time this was made.

Historical Context:

A popular concept since the U.S.-Mexican War in the mid-1840's is "Manifest Destiny." Manifest Destiny was the belief that the white race was divinely ordained with the burden to spread westward to the Pacific shores, bringing government, economic prosperity, and Christianity to the continent. Fueled by the successes of industrialization, the United States pursued an aggressive policy of expansion through territorial purchase, land grants, homesteads, and military campaigns.



Directions: You must follow in order to answer the questions!

- A. Think about the historical context written above.
- B. Link images and symbols to the label at the bottom of the cartoon.
- C. Recall that missionaries went to Hawaii to convert native Hawaiians to Christianity.

- 1) What do you think the “White Man’s Burden” is?
- 2) The symbolism of the country on the right of the cartoon should be obvious, but which country do you think is on the left?

E-

Historical Context -gives you an idea of what was going on at the time text was written.

Monroe Doctrine

Historical Context:

On December 2, 1823, President James Monroe issued his seventh State of the Union Address to Congress. In that address he emphasized that from that date forward, the United States would no longer accept further European colonization in or interference with the newly independent nations of the Americas. He also pointed out that the United States planned to stay neutral in wars between European nations and their colonies. In this speech, he outlined how the United States would view any such actions by a European power.

“...as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers... We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers (European nations) to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety... It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense.”

Source: President James Monroe’s seventh State of the Union Address Dec. 2, 1823

1. How would America view a European nation’s attempt to further colonize any area in the Western Hemisphere?
2. What action would the United States take if it thought that another nation invaded our rights or seriously menaced our national security?
3. What has this attitude become known as? (Hint: We discussed it in class and you had a homework assignment about it.)

F-

Historical Context -gives you an idea of what was going on at the time text was written.

PUCK; PATIENT WAITERS ARE NO LOSERS

Historical Context:

Published in “Puck” magazine, January 13, 1897. Title: “Patient Waiters are No Losers”



Directions:

Using the information from the historical context above- especially the date, and the caption at the bottom, answer the following questions in your notebook:

1) In this political cartoon countries are represented as what?

-Review which countries are in the basket vs. those still in the tree.

2) What do you think the placement of specific fruit symbolizes?

3) What is the overall political message of this cartoon?

Cuba, Hawaii, and Canada in the tree.

Basket has:

Louisiana, Florida, Texas, Alaska, and California

“Patient waiters are no losers.”
Uncle Sam-- I ain’t in no hurry.

G-

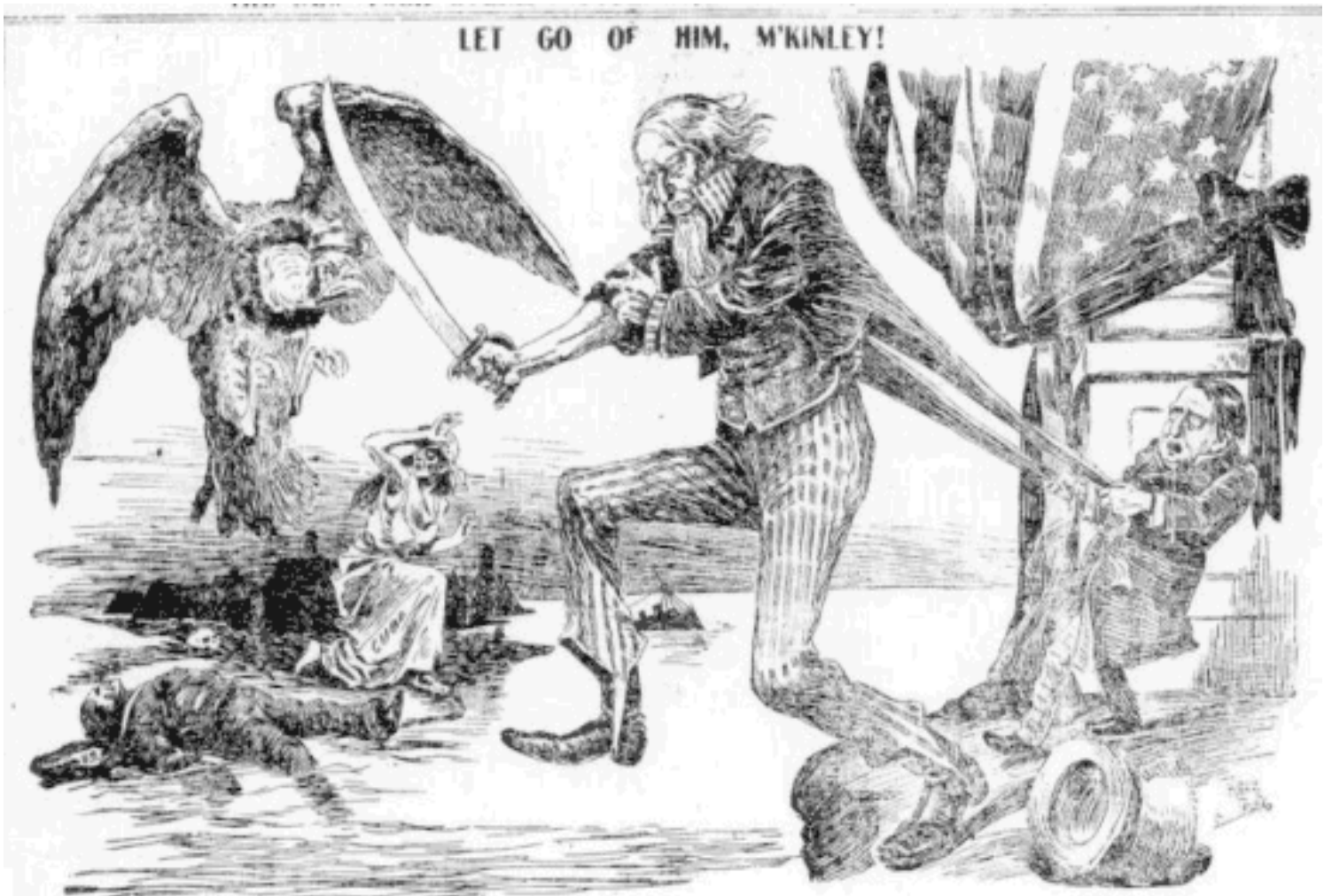
Historical Context -gives you an idea of what was going on at the time text was written.

Let Go of Him, McKinley!

Historical Context:

“War should never be entered upon until every agency of peace has failed.”

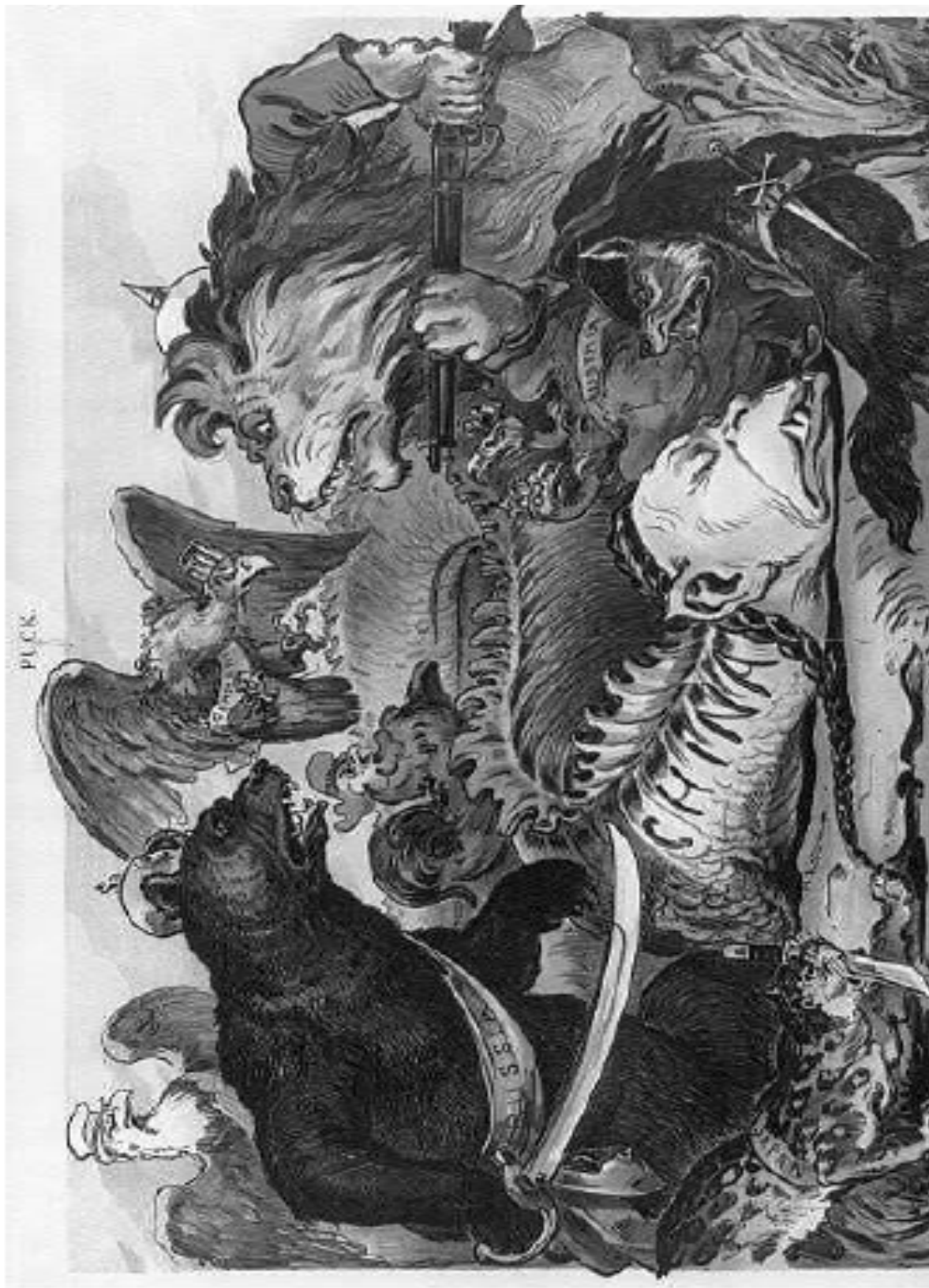
U.S. President William McKinley



Answer the following questions based on the cartoon and the historical context.

- 1) In this political cartoon how are the countries are represented? List them.
- 2) What do you think is symbolized by the action in the cartoon?
- 3) What is the overall political message of this cartoon?

L7 OPEN DOOR POLICY-fold into 4 parts to help you break it down.



OPEN DOOR POLICY-fold into four part to help break it down.



L7

L8 H-How countries reacted to Roosevelt Corollary:

Ruling Puerto Rico (pages 558–559)

How did Puerto Ricans feel about U.S. control?

Puerto Rico had become an American territory as a result of the Spanish–American War. American forces landed in Puerto Rico in July 1898. The commanding officer declared that the Americans were there to protect the Puerto Ricans. But other U.S. military officials insulted the Puerto Ricans. They spoke of them as children and set

limits on their personal freedom. Many Puerto Ricans began to resent the military government. In 1900, Congress passed the **Foraker Act** which ended military rule and set up a civil government.

The United States kept strict control over the people and their government. In 1917, however, Congress made Puerto Ricans U.S. citizens.

1. Why did some Puerto Ricans resent U.S. control of their government?

Cuba and the United States

(pages 559–561)

How did the United States keep control over Cuba?

Cuba was officially independent after the war. The U.S. army, however, remained in Cuba for four years. It punished Cubans who did not like this American *occupation*.

In 1900, the new Cuban government wrote a constitution. The United States insisted they add the **Platt Amendment**. The amendment limited Cuba's rights in dealing with other countries. It gave the United States special privileges, including the right to intervene to preserve order.

Cuba became a U.S. **protectorate**—a country whose affairs are partially controlled by a stronger power. The United States insisted on these rights because of its economic interests in Cuba.

2. What did the United States do to protect business interests in Cuba?

Filipinos are people from the Philippines, a country located in the Pacific.

Filipinos Rebel (page 561)

Why did the Filipinos rebel against the United States?

Filipinos had been fighting for independence for years. They were angry that the United States had annexed their islands. Rebel leader **Emilio Aguinaldo** believed that the United States had promised independence. He felt that the United States had betrayed the Filipinos after helping them win independence.

In 1899, Aguinaldo started a rebellion, which lasted three years. After winning that war, the United States set up a government similar to the one it had set up in Cuba.

Using the S.I.G.H.T. Strategy pics/cartoons

I Observe...	I Infer...	Questions I Still Have...

S. Scan for important details

List across the important details you see.

I. Identify the conflict or tension

List across any conflict or tension you perceive in the photo/cartoon

G. Guess the creator's intent or message

Write what you think the author / creator is trying to expose or point out.

H. Hear the voices

If the people/animals/characters in the photo/cartoon were speaking, what would they be saying?

T. Talk or write about your observations

You've been writing about your observations, when a peer at your table is done talk about the photo/cartoon and the ideas you've written.

Write responses to listing for S.I.G.H.T. What evidence can you produce to prove it?

S		
I		
G		
H		
T		

POLITICAL CARTOONS:

Examine the political cartoon carefully. As you examine fill in the chart below.

<u>PEOPLE /ANIMALS/OBJECTS YOU SEE.</u>	<u>TEXT/TITLE(S)/NAMES YOU SEE</u>	<u>ACTIVIES YOU SEE HAPPENING or ABOUT TO HAPPEN</u>

1) In your own words, what is going on it the cartoon, or illustration?

.....

.....

.....

2) What is the title of the cartoon or illustration?

.....

.....

.....

3) What is the source of the cartoon or illustration, where/who did it come from?

.....

.....

.....

DISREGARD INFORMATION BELOW-----SKIPPING MAIN

MAINE

M= MILITARISM

-a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.



Militarism

- The belief in the power of strong armies or navies to decide issues.
- It was thought that the only way to guarantee peace was to prepare for war.
- Based on the idea that if a nation is strong, then no enemy would dare to attack it.
- If war does break out, the militarized nation is able to defend itself.

MAINE
A= ALLIANCES

a union or association formed for mutual benefit, esp. between countries or organizations.



MAINE
I= IMPERIALISM

a policy of extending a country's power and influence through diplomacy or military force:



"GOLD DIGGERS"

MAINE

N= NATIONALISM

patriotic feeling, principles, or efforts.

- *an extreme form of this, esp. marked by a feeling of superiority over other countries.*



MAINE

E= ECONOMICS

the condition of a region or group as in regards to material prosperity.



